

THE
**PINKERTON
CRITIC**

PINKERTON ACADEMY

JUNE 1915

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The Pinkerton Critic.

VOL. XI.

DERRY, N. H., JUNE, 1915

NO. 6

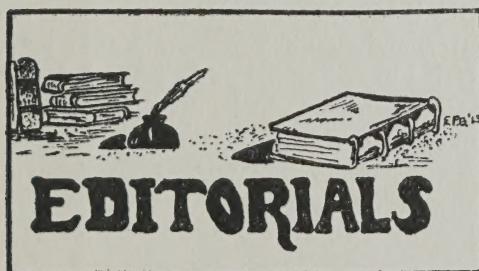
Published October, December, February, March, May and
June by the students of Pinkerton Academy.

[Entered as second-class matter, October 30, 1909,
at the post-office at Derry, N. H., under the Act of
Congress of March 3, 1879.]

For advertisement space apply to Edgar C. Taylor.
Rates \$32 per page, per year.

Subscriptions 50 Cts. a Year. Single Copies 10 Cts.
Payment in Advance.

DERRY, N. H., 1915.



This is the last time the CRITIC will be edited under the present board. During our service we have learned much; we have made mistakes but we have profited by them. Although there have

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been no voluntary contributions, yet nearly all whom we have asked have been very prompt and kind in complying with our requests. We appreciate this and wish to thank you all for the interest you have shown.

To our successors we would say: We wish you success and pleasure. We are sure you will find an added interest in the school activities when you realize that it rests with you to give a report of them to those who are interested but unable to attend. Again we wish you the best of success.

The Progress of Woman

BY RUTH C. LAGASSE. First Honor Essay.

The higher education of woman dates back to the Bible days. Every year shows her progress from the time when she was a servant, a slave to man, up to this time when she is considered his equal.

In those early times woman had no personal liberty. A well-to-do woman could go out only on visits to relatives and to worship in the temples. A woman of the lower class labored hard all the time, toiling for the support of her husband and children. She could even be sold as a slave if she scolded or disobeyed her husband. There were but few women who were courageous and influential, and who could take the lead, like Helena, the mother of Constantine the Great, Deborah, who delivered the Israelites from the Canaanites at Mount Tabor, and Cleopatra, the great queen of Egypt.

In Egypt, the husband was supreme. He had several wives, who ground the corn, cooked, wove, made the clothing, tended to the fire and taught the children.

In the earlier Persian times, there was little advance in the education of woman. There were no public schools and education was for priests only, except in the case of those who received it at home. Reading, writing and elementary arithmetic were known by scribes alone.

Although in early times the woman of India seems to have had a certain degree of freedom and social equality, yet for thousands of years her condition was one of abject submission to her masterful

husband or father. The Sacred Books say, "Let not a husband eat with his wife, nor look at her eating"; "As far as a wife obeys her husband, so far is she exalted in heaven"; "A husband must be continually revered as a god by a virtuous wife." And yet the Hindu scripture also tells these truthful, noble words concerning woman:

"A wife is half the man, his truest friend.

A loving wife is a perpetual spring
Of virtue, pleasure, wealth. A faithful wife

Is the best aid in seeking heavenly
bliss,

A sweetly speaking wife is a companion
In solitude; a father in advice;
A mother in all seasons of distress;
A rest in passing through life's wilder-
ness."

In China, woman has been for years and years, like her sex in ancient lands, little, if any, better off than the lowest of slaves, and man has literally owned her, beating or selling her as he wished.

Christianity, had its effect on woman's progress. With its introduction woman learned that she was a human being, not a mere chattel. She became a most devoted worker in charitable and philanthropic lines. In Rome woman was trampled upon—and Rome perished, but the Christian mother influenced her husband and sons, and lived for the good of the Roman race, and a new life sprang from the ruins of Rome.

During the reign of Charlemagne, at

the time of the development of the feudal system, woman had become, instead of the property and the slave of her husband, his equal and she was independent. She might be heiress, guardian of estates, signer of deeds, and sharer in all obligations imposed by peace or war. Many a great woman took part in political affairs. Even in her household she had advanced and was looked upon with a different kind of respect. She sat at her husband's side at meals, even when guests were present; she was given all authority over the feudal household when he was absent. But this advancement could be seen only in the higher classes. The condition of the woman without wealth, title, rank, or position, the woman of every day life did not improve. She was no better off than her ancestors.

Woman was also protected by the church which enabled her to live in safety and sheltered her in the midst of danger. It also provided welcome diversion for her with its processions and ceremonials. It raised her from the debasement into which she had been cast by paganism.

After the decline of military spirit and of chivalry, in the middle ages, men began to turn their attention to literature; and women also became interested in it. Women preached in public, became lawyers, wrote poetry, and published and defended theses. Among the notable women of this age were Isabella of Spain and Joan of Arc, the French heroine and martyr.

The Renaissance, which took place during the sixteenth century, not only changed the constitution, the customs, the manners and refinement of each nation but also influenced the position of woman

in literature. She began to study Greek and Latin and even Oriental languages. She distinguished herself as a teacher of languages and sciences and as a public orator. In the fifteenth, sixteenth and seventeenth centuries, the women of France distinguished themselves above all others by their accomplishments and in particular by their literary talents. Then a revival took place in England and woman became active in poetry, theology and classics. Although learning and education were harder to attain at that time than at the present, the sixteenth century is known to have produced many learned women. During the seventeenth century woman progressed but little. She left aside intellectual matters and pursued the finer arts. The literary movements hardly touched the woman of every day life; the philanthropic movement had made hardly any headway and the study of politics was taken up only by great ladies who had relatives or friends among the statesmen.

Germany, during the sixteenth century, contained more women teachers, professors, and patrons of literature than did any other country in Europe.

In Spain, the progress of civilization remained far behind that of other countries, yet it produced many women who were acquainted not only with Greek and Latin, but also with Hebrew and other Oriental languages.

In the next century, on the continent, the desire to acquire a knowledge of the modern languages and to speak and write the mother tongue with precision, gradually became more general, especially in France.

The position of woman in America was

similar to that of the woman in England. In the nineteenth century, along with the increase of inventions, came an intellectual awakening. In 1832 an Anti-Slavery Society was founded and among the founders were Lucretia Mott and Esther Moore. These women, with Elizabeth Cady Stanton, were sent as delegates to a convention held in New England, but they were not received by the convention on the ground that all public function "was in defiance of God's ordinance." A few years later, women spoke about slavery in public, but against the wishes of the church.

The Civil War was one of the great causes of woman's rapid advancement. Some one has said that it caused woman's self-discovery. The following appeared in the "New Covenant":

"But no less have we been surprised and moved to admiration by the regeneration of the women of the land. A month ago we saw a large class aspiring to be leaders of fashion and belles of the ball room, their deepest anxiety clustering about the fear that gored skirts and bell-shaped hoops of the spring mode might not be becoming, and their highest happiness being found in shopping—pretty, petted, useless, butterflies, whose future husbands and children were to be pitied and prayed for. But today we find them lopping off superfluities, deaf to the call of pleasure or the mandate of fashion, swept by the incoming patriotism of the time to the loftiest height of womanhood, willing to do, to bear, to suffer for the beloved country. The riven fetters of cast and conventionality have dropped at their feet, and they sit, together, patrician and plebian, Catholic and

Protestant, and make garments for the poorly-clad soldiers."

Among the many women who devoted themselves to the care of the sick and the wounded during the Civil War were Mrs. Mary A. Livermore, Clara Barton, the founder of the Red Cross Society in this country, and "Mother Bickerdyke," as she was called. In one of the Memphis hospitals with which she was connected, the patients had not yet been given their breakfast and the surgeon had not appeared. She decided to take care of the patients and while doing so, the surgeon came in. She sent him out of the hospital saying that she would have him dismissed within three days. The surgeon complained to General Sherman and told him that "Mother Bickerdyke" had made the charge against him. "Oh, well," said the general, "she ranks me. She has more power than I. I can't do anything for you."

Now every hospital contains a body of trained nurses, who help patients at the hospital and at home. The district nurse does wonderful work among the poorer classes in our towns and cities. Many women have studied medicine and have brought inestimable help and comfort to their fellow women, both at home and in the mission field.

Contrast the position of woman in industry, in law, and in education, before 1848 and as it exists today. In 1836, seven vocations were opened to women. They were allowed to be teachers, principally governesses, seamstresses, dress-makers, milliners, factory operatives and household servants. In 1892, there were but few industries which were not open to women. At the present time, there

are more women teachers than men. A woman has natural ability, and with her admission to higher institutions of education on an equality with man, and the establishment of seminaries and colleges for her, she can become an instructor in the higher and even in the highest branches of learning. Among the greatest teachers of the last century were Mrs. Emma Willard, Miss Mary Lyon, and Miss Alice Freeman Palmer. Miss Emma Willard founded the Troy Female Seminary in 1821. Out of several thousand girls who were under her instruction, it has been estimated that one in every ten became a teacher. Mary Lyon was born in 1797. She was in the most straitened circumstances, but her insatiable thirst for knowledge led her to overcome all difficulties and she availed herself of every possible opportunity for study. For ten years she was an instructor in Adams Female Academy in Londonderry now Derry. This was the first school to give a woman a diploma for a finished course. "But she had higher aims, namely, the founding of an institution where young women might be trained for highest usefulness. Her aims were considered visionary, her motives misunderstood, and she was subjected to ridicule. Knowing she was right, she persevered and in 1836 the government signed the charter, incorporating Mt. Holyoke Seminary. Then came the securing of funds, a most discouraging task, but she was victorious. Nearly two hundred students were refused the first year and four hundred the second year, for want of room."

Mrs. Alice Freeman Palmer was the President of Wellesley College for several

years and she did remarkable work for that institution.

In the world of science and invention, many women have been prominent, Maria Mitchell, the famous astronomer, long a professor at Vassar college, Mary Somerville, an English writer on scientific subjects, and Madame Curie, who with her husband has accomplished wonderful research work.

From the earliest days, women have been prominent in literature. Some of the best known names are Madame Roland and Madame de Staél of France; Jane Austen, Harriet Martineau, Elizabeth Browning, and George Eliot of England. Of Mrs. Browning one of the English poets has said, "No English contemporary poet by profession has left us works so full of living fire." George Eliot, as Marian Evans Cross signed herself, was the greatest woman novelist.

In America the most remarkable success has been attained by women in the field of story writing. Harriet Beecher Stowe was the author of "Uncle Tom's Cabin," a book on anti-slavery which has been more widely read and in a greater variety of languages than any other book which has ever appeared in the history of the world. Sarah Orne Jewett, Mary E. Wilkins and Kate Douglass Wiggin are well known writers of New England tales, while Helen Hunt Jackson is celebrated, not only as a poet but as the author of that powerful story, *Ramona*, which depicts the wrongs of the American Indian. The number of American women writers is continuously increasing, and their works are, in many cases, worthy of permanent fame.

Woman has been for many years win-

ning her way educationally and industrially. She is less dependent upon her husband, father and brothers. Even the woman of the new south has been aroused. When the colony of New Jersey was founded, the constitution granted the right of suffrage to all inhabitants, irrespective of sex. The act was repealed in 1807. Then the first Woman's Rights convention was called at Seneca Falls, New York, by Susan B. Anthony and Elizabeth Cady Stanton. Two years later, a national convention was held at Worcester. No decisive action took place, but there was much discussion. Woman was discovering and using new powers of organization and administration. In 1866, the American Equal Rights Association presented a petition for woman's suffrage to Congress. Though this was denied, the work seemed to be carried on more systematically. Conventions were held, literature circulated and legislatures petitioned. Mrs. Livermore and Lucy Stone were admitted to the Republican Convention of Massachusetts.

Wyoming was the first state to introduce woman's suffrage. In some states, women may vote on school questions only, in some on questions of taxes, if they are tax payers, and in others on all municipal questions. In twenty-nine of the states of the Union, women enjoy some form of suffrage.

In Colorado, when women were granted the right of suffrage in 1893, they made their power felt in the purifying of the municipal governments.

In Illinois, a woman did not have the right to own property, and all the money she earned belonged to her husband, while

she did not have any legal control over her children.

A few of the states began to reform; Rhode Island gave a wife, separated from her husband and coming into the state as a resident, the sole ownership and control of her property. A few years later, laws were passed protecting the earnings of a wife. In 1845 and 1848 Massachusetts and New York followed the example of Rhode Island. The reform continued to spread until now, in every state of the Union, the wife's property is secure. Yet there are still some states which do not grant the wife legal control over her children. In Illinois, there has been a great reform and now there is woman's suffrage in Wyoming, Colorado, Idaho, Utah and Washington.

Among those who have been leaders in the cause of moral, intellectual and political freedom of women are the following: Frances E. Willard, the organizer of the Woman's Christian Temperance Union; Lady Henry Somerset, a temperance worker in England; Mrs. Julia Ward Howe, the author of the Battle Hymn of the Republic; Pandita Ramabai of India; Mrs. Pankhurst, the English suffrage leader, and Jane Addams of Hull House, Chicago.

It has well been said that, "If today we boast of a higher civilization than the past vouchsafed to our ancestors, it is because the potent influences of manly life and grace have been extended to almost every phase of modern activity, refining it, modulating it, and uplifting it. Not only the home, but literature, art, and the multifold enterprises of workaday world have felt the impress of this higher personality, and have been ennobled and betrothed by it."

The Old Housekeeping and the New

BY FLORENCE A. McCALLUM. Second Honor Essay.

When our ancestors first came to this country they lived in caves which were dug in the sides of the hills, until they could cut down trees for log houses. Later the houses were made of wood and brick. A very good specimen of the Colonial house is preserved for us at Mt. Vernon, the home of George Washington.

The rooms in the houses consisted of the kitchen, bedrooms and perhaps a front room, or spare room, as it was called. The windows were mostly of oiled paper but later glass was introduced. The furniture was as a rule homemade, but if one of the colonists was rich enough, he often had a few choice pieces sent from England. It was very heavy and in order that the thrifty housewives might sweep under them more easily, the sideboards and chests of drawers stood about a foot from the floor.

The kitchen was the chief living room. It was the most homelike and picturesque room in the whole house, although the large rafters were black with smoke. At one end of the kitchen was a large fireplace which took up the whole side of the room, but as the forests disappeared under the waste of burning for tar and potash and through wanton clearing, the fireplaces shrank in size. On the pot-hooks and trammels in the fireplace hung what formed in some households the costliest furnishings, the pots and kettles. Near the fireplace was generally a closet bed. In the daytime the bed was fastened up against the wall and curtains were hung in front of it but at night it was taken down when needed.

The children slept in the bitter cold bedrooms and they suffered very much, although they slept between featherbeds. President John Adams so dreaded the cold winters and the poorly heated houses of New England that he wished that he could sleep like a dormouse from autumn to spring.

The people of the colonial days were very hard workers, perhaps not from choice, but from necessity. In the early years they made their houses and their furniture, sheared their own sheep and spun their own yarn. The Scotch Irish immigrants introduced the cultivation of flax into this country and the settlers of Londonderry were celebrated for the fine quality of the linen which they made. Is it surprising that our ancestors had to work hard? Think of the gradual inventions that have been made to relieve the people of so much hard work. Shall we envy or pity the people of that day? There were many obstacles to be overcome, the clearing of land and the planting and harvesting of the crops in a rude manner similar to that employed by the Indians. Only our sturdy grandparents in the colonial times could have withstood the hardships with which they had to contend.

The lighting and heating devices in those days were very poor. The first and most natural way of lighting the houses of the American colonists, both in the North and the South, was by the knots of the fat pitch pine. The historian Wood wrote in 1862 in his *New England Prospect*: "Out of these Pines is gotten the

Candlewood that is much spoken of, which may serve as a shift among poor folks, but I cannot commend it for singular good because it droppeth a pitchy kind of substance where it stands." The bayberry candles were a great luxury and after being extinguished, they gave forth a very pleasant odor. The way of starting a fire down to the time of our grandfathers was with flint, steel and tinder, and the flame was transferred by a sulphur splint, for matches were neither cheap nor common even fifty years ago.

The food sent from England was of course limited, so the people of the early days had to raise enough to supply their needs. Nothing like a refrigerator was known, no canned goods were ever thought of, and the ways of packing were crude and careless, so the food which was sent over was often spoiled on the way. The people were forced to accustom themselves to what the Indians had. Pumpkins were eaten in many combinations. One colonial poet gives the golden vegetable this tribute;

"We have pumpkins at morning and
pumpkins at noon,
If it were not for pumpkins we should
be undone."

Squashes, potatoes and beans were abundant. Apple trees were transplanted and the apples were used extensively during the winter for pies and other desserts. Cows became common and the milk was used for drinking and for making butter and cheese. The meat was produced on the farm and in the fall the cattle and pigs were killed, the meat was salted and pickled, the hams were smoked and the sausage meat was prepared for family use.

The colonists were forced to adopt simple ways of cooking. Preserving was a very different art from that of canning fruit today. There were no hermetically sealed jars, no chemical methods, no quick work about it. Vast jars were filled with preserves so rich that there was no need of keeping the air from them. They could be opened and used as desired for there was no fear of fermentation, souring or molding. In later days when the colonists became very prosperous, the women, especially in the South, were celebrated for the remarkable manner in which they cared for their households and their tables were set forth with lavish abundance. Those of us who are accustomed to think that the people of former days lived principally on baked beans and boiled dinners would be interested to read a cook book published in Philadelphia in the middle of the last century. This book contains complete instructions to the housekeeper as to the best manner of caring for her household. In looking over the pages of this book one is impressed by the amount of labor involved in providing for the table of that day. The cook had to do the work which is now done in the markets and packing houses. The richness of the foods attracts particular attention and the use of eggs, cream and butter seems very lavish to the economical housekeeper of today. This direction to the maid is amusing to the owner of a modern range: "Sweep the chimney often, with an old broom kept for the purpose, so that no soot may collect to fall down on the dishes at the fire, and be sure that the hearth is as neat as a table,"

Some notice of the qualifications of a housekeeper of over a century ago may

be obtained from this advertisement in the Pennsylvania Packet of September 23, 1780:

"Wanted at a seat about half a day's journey from Philadelphia, on which are good improvements and domestics, a single woman of Unsullied Reputation, cleanly, industrious, perfectly qualified to direct and manage the female concerns of country business, as raising small stock, dairying, marketing, combing, carding, spinning, knitting, sewing, pickling, preserving, etc., and occasionally to instruct two young ladies in those branches of economy, who, with their father compose the Family. Such a person will be treated with respect and esteem, and meet with every encouragement due to such a character."

The daughters of the home were trained to help their busy mothers and the following extract from the diary of young Abigail Foote gives us a picture of daily duties which would appall the maiden of the present day.

"Fix'd gown for Prude, Mend Mother's Riding-hood, Spun short thread, Fix'd two gowns for Welsh's girls, Carded tow, Spun linen, Worked on cheese basket, Hatchel'd flax with Hannah, we did 51 pounds apiece, Pleated and ironed, Read a Sermon of Dodridge's, Spooled a piece, Milked the Cows, Spun linen, did 50 knots, Made a broom of Guinea wheat straw, Spun thread to whiten. Set a Red dye, Had two scholars from Mrs. Taylor's, I carded two pounds of whole wool, Spun harness twine, Scoured the pewter."

Needlework was an accomplishment which every girl was taught. The little girls made samplers with very spirited

verses worked on them, like the following:

"You'll mend your life tomorrow still you cry,

In what far Country does Tomorrow lie?
It stays so long, is fetched so far, I fear
'Twill prove both very old and very dear."

As the country grew more prosperous the labor in the homes was reduced and the girls were sent to school. Previous to the Revolution there was a boarding school kept in Philadelphia, by a Mrs. Sarah Wilson, who advertised as follows: "Young ladies may be educated in a gentle manner, and pains taken to teach them in regard to their behaviour, on reasonable terms. They may be taught all sorts of fine needlework, viz., working on flowering muslin, sattin stitch, open work, tambour embroidery, curtains or chairs, writing and cyphering. Likewise wax work in all its several branches, never as yet particularly taught here, also how to take profiles in wax, to make wax flowers and fruits and pinbaskets."

In striking contrast to the home of the olden days is the modern house with its many labor saving devices and its improvements which make living more comfortable and sanitary. The housekeepers of the days gone by would hardly recognize the kitchen of today, which is like a laboratory instead of being the gathering place for the members of the family, each of whom did his share in the carrying on of the work of the establishment. One of the greatest conveniences of the modern house is gas, which is used for heating purposes, as well as for lighting and cooking. Electricity is rapidly coming into

use. Thomas Edison has a bungalow fitted out with many labor saving electrical devices. If a visitor is examining this model house he first enters a hall equipped with electrical appliances. In the living room is a fireplace in which an electric log glows. On cold days the electric radiators warm the room and a foot warmer may be used when desired. In the dining room are found electric percolators and toasters, by means of which a dainty breakfast or luncheon may be quickly prepared and served. The bedrooms contain a heating pad for sick people, an electric apparatus which may be placed in a glass of water to heat it, and many other devices which may be used for toilet purposes. The bath room has electric appliances also. When the hot water faucet is turned, the water is heated while passing through the pipes. The sewing machine is run by electric power and electric fans afford relief on hot days. The most interesting room is the kitchen. Here is an electric stove which can be regulated to the heat desired. The cakes which come from the oven are perfectly baked, as the heat is very even. The fireless cooker is a great convenience. It can be used to advantage in summer, at a camp, or on an automobile trip. The washing machine, run by electricity, is a great help, while the crank of the meat chopper or the ice cream freezer may be turned by the small motor which is attached to the kitchen cabinet. A vacuum cleaner takes every particle of dirt from the floors and it may be used to clean mattresses, draperies and curtains.

The housekeeper should not do her marketing by telephone, but should select her meats and vegetables in order to se-

cure the best. An inexperienced and untrained housekeeper does not know how to buy economically and wisely. Science used in the preparation of well balanced foods will reduce the high cost of living and will result in the improved health of the family.

How can this knowledge best be obtained if a girl is not fortunate enough to receive it at home? Many a mother who is a good housekeeper according to the old New England standards has no scientific knowledge of food values and there are far too many homes in which the daughters receive no training whatever in the domestic arts.

Within the last few years educators have begun to realize the importance of domestic training for the future home makers of our land and courses in Domestic Economy have been introduced into many of the higher institutions of learning, while special training schools have been established. The public schools are training the young girls in the lower grades, and diplomas are given for Domestic Economy courses in the high schools.

Here at Pinkerton Academy a four years' course in Domestic Economy is offered and the results have been most gratifying. In the first year the girls are instructed in the management of coal, wood and oil ranges, the cooking of staple foods and the planning and serving of breakfasts and luncheons. Besides receiving instruction in cooking, they are taught sewing, which consists of elementary designing cutting and stitching operations, and they make simple articles of clothing. In the second year the pupils learn the advanced practical operations in plain and fancy cooking, including the processes of can

ning, preserving and jelly making. The produce of the Academy garden is used in the school kitchen. In sewing, the design and making of wearing apparel is continued, and hats are also trimmed. The third year's course consists of laundering, the starching and ironing of household linen, and soap making. The cooking and sewing is an advanced form of the second year's work and takes up menu planning, the preparation of course dinners, fancy and chafing dish cookery and simple tailoring in silk and wool. Household designing and decoration are also taken up. The fourth year is spent in the study of Dietetics, Physiology, Hygiene, and Household Economy.

One of the pioneers in the work of Home Economics was Mrs. Ellen Richards, for many years connected with the

Massachusetts Institute of Technology. Her deep interest in the work of training the young people of our land is shown in this letter, written to a young woman who was considering a position to teach cooking:

"We are trying to make real homes for the children of our land. We are trying to stem the tide of intemperance by giving good food; we are trying to save the resources of our country by showing how cheap food may be good food. We are right on the threshold of this work. The children are ready; the public is ready with support, we are waiting for a true philanthropic teacher to work out the best way of making it available to girls of our land. To me the question appeals so much that I am ready to make any sacrifice for it."

The History of Pinkerton Academy.

BY HELEN L. CUTTING. Third Honor Essay.

About one hundred and thirty years ago a classical school was established in the Upper Village of this town. The school was supported at first by the united taxes of three school districts, the voluntary contribution of friends, and the tuition. The building stood on the church common where the Adams Female Academy was originally located. Rev. Jeremiah S. Moore, D. D. was the first principal or preceptor. Dr. Moore was a splendid scholar and disciplinarian as well as a very tactful teacher. He afterward became a professor in Dartmouth College, the President of Williams College, and also of Amherst.

Mr. Samuel Burnham was his successor,

and he was the cause of the rise of this institution. He taught in the high school at the Upper Village about twenty years and was the first principal of Pinkerton Academy. The origin of this school came about as follows: The old building at the Upper Village was badly in need of repair and it was proposed to erect a new building. At this time the Rev. Edward L. Parker, pastor of the First church of Londonderry, suggested to Major John Pinkerton that a permanent school would be an excellent thing. The idea appealed to Maj. Pinkerton and he gave \$5,000 toward the cause. He afterward increased the sum to \$12,000. His brother, Dea. James Pinkerton, donated \$1,500 but thi

was not fully available for the uses of the Academy, until by accumulation of interest it had doubled itself.

The location became a great question. At first it was expected that it would be erected on the ground of the former school. Consequently the new building was erected on the old site and was ready for occupancy before the permanent location was finally decided upon. However as this school was to be for the benefit of the entire town it was thought best to have it more centrally located. Though this seemed very desirable yet the path was not open, for they had no suitable location. This obstacle was soon removed by the donation of land by Messrs. William Choate and Peter Paterson, and the promise of contributions to be gathered from the village and the western part of the town for a building fund.

At the time of the erection of the Academy in this village, six houses, a grist mill and a saw mill constituted the entire village. The turnpike from Boston to Concord had just been completed and as this was a very important thoroughfare it exerted a great influence as to the location of the Academy. The "old Academy", as it is now called, stood on the site of this building. At first it had no tower and was merely a plain square building.

The founders of the Academy were rather unusual characters. Their parents were Scotch people who made their home in Ireland but had little in common with the natives of that country. The elder of the brothers, John Pinkerton, was born in Ireland in 1735 and came to this country with his parents when about three years old. He spent his boyhood on a farm owned by his father which was long after-

ward known as the Brewster place. In the early part of his life he began trading. He supplied his neighbors with the lighter goods they might need by carrying what he could in a pack. He received in exchange their linen cloth and thread which he carried to different parts of New England and sold readily for cash. The linen made in Londonderry was so excellent that people in other towns would mark theirs "Made in Derry." As Maj. Pinkerton's business increased, he was, after some time, able to set up a store in one of the rooms of his house near the present lines of Derry and Londonderry. This was the first store in Londonderry and it was his brother James who set up the second store in town, at about a mile's distance from him. These two brothers prospered as they received most of the patronage of this and many of the surrounding towns. It is said of Maj. Pinkerton that he was very honest in his dealings, a good neighbor, very generous, kind and sympathetic, but a terrible enemy to all dishonesty, deception and guile.

Dea. James Pinkerton was in many respects very much like his brother. He was a very tall, dignified gentleman who inspired great awe in the little folks, and attracted them with his smile. He was in general a rather taciturn man but he possessed a fund of quiet humor. At times he was very communicative and would gather the children about him and tell them stories.

John M. Pinkerton, the son of one of the original founders, was president of the Board of Trustees for some years. At his death in 1881 he left more than \$200,000 for the erection of a new building. However this sum was not to be used un-

til the interest accumulated from it amounted to \$50,000.

The present building was erected on the site of the old Academy, and was completed in 1887. The former building was removed a short distance and is now used for domestic science.

Mr. Samuel Burnham, the first principal, was born in Ipswich, Massachusetts, in 1767; he graduated from Dartmouth College in 1795 and soon after came to this town and took charge of the High School. After the opening of the Academy he was chosen principal and continued in that office about three years. After his retirement he still lived in this town until his death in 1834. He was a very quiet, unassuming man of remarkable scholarship.

The next principal was Mr. Weston Belo Adams who held the position only one year, going from here to the theological Seminary at Andover. After completing a course here he went into Maine as a home missionary and finally settled in Lewiston, where he died in 1841. Mr. Adams was a very industrious and persevering man; rather reserved but an excellent scholar.

Mr. Abel Hildreth was his successor; he remained principal of Pinkerton for twenty-seven years. He was a man who left a remarkable memory behind him. He was a peculiar man, yet his peculiarities were not disagreeable but interesting and pleasant. He was intelligent, keen, sharp-sighted, strong in his likes and dislikes. He was not remarkable for his patience with those who were delinquent or with any one who tried to cheat. However, he was ever kind, patient and encouraging to those who tried to do well. Mr. Hildreth

was an excellent classical scholar as well as a very successful teacher in many other branches. It was not only as a teacher that he was beloved and revered, but also as a neighbor. Up to this time the nearest church was at the Upper Village and as it was compulsory that every pupil attend church on Sunday, it seemed advisable to have a church nearer. Mr. Hildreth took a deep interest in this and was a very active member besides being choir leader. He had an excellent tenor voice. He was a very influential man not only in the school and church but throughout the entire town. At the time when he was principal here there were from fifty-five to eighty-five pupils. Mr. Hildreth often said, "I like a small school because less is the sum of ignorance." His home stood on a site back of the academy and the land which is now cultivated for the use of the school was his farm. The land in front of the building was then used as the campus and the only trees on the school grounds were three or four pines and a large maple. Most of the trees were set out in 1850.

Succeeding Mr. Hildreth came Mr. Caleb Emery. Mr. Emery is said to have had a very clear mind and to have been a remarkable scholar. After two years Mr. Emery left and Rev. Elihu T. Rowe filled his place. He was very patient and sympathetic; he was also deeply interested in the moral side of the school and during his stay no book was entered in the library or assigned to any class without his first looking it over.

The next to be principal of Pinkerton was Mr. Marshall Henshaw, A. M. He resigned in 1853 to take the preceptorship of Dummer Academy, Byfield, Massachusetts.

setts. Later he was a professor in Rutgers College, New Jersey, and received the degree of L.L.D. Mr. Henshaw was a wonderful scholar and disciplinarian.

Following Mr. Henshaw were Mr. John W. Ray, who later became a minister; and Henry S. Boltwood. Mr. Boltwood held his position here till 1861. During the first term in 1862 Mr. Albert Currier was principal. Later he became a very well known pastor in Lynn, Massachusetts, and was for many years a professor in a theological seminary in Oberlin, O. Succeeding Mr. Boltwood came Mr. Jonathan Stanton who was remarkable for the thoroughness of his work. He left in 1864 to accept a professorship in Bates College, Maine. He is now retired on a Carnegie pension and is regarded at the most beloved man in Lewiston.

Rev. John P. Newell, who is now the head of the Board of Trustees, was Pinkerton's next principal, and he was held in great esteem by his pupils, as he has since been held by his colleagues on the Board of Trustees.

At the beginning of the school year in 1866, Mr. Marshman W. Hazen came from his graduation at Dartmouth College to be principal of Pinkerton. He was succeeded by the Rev. E. G. Parsons, A. M., who remained for three years when he resigned to accept a similar position at Dummer Academy where he taught for ten years. After the resignation of Mr.

Parsons, Mr. George T. Tuttle, who is now a physician, was principal for two years; Mr. Homer P. Lewis, now superintendent of schools in Worcester, Mass., was in charge of the school for two years. In 1876 Mr. Edmund R. Angell was chosen principal. He resigned in 1885 and Prof. George W. Bingham took charge of the school. Mr. Bingham remained in office until 1909 when he was succeeded by Mr. Ernest L. Silver. During Mr. Bingham's twenty-four years as principal, he endeared himself to many pupils who remember him with affection and respect.

It was while Mr. Silver was at the head of the school that the courses in agriculture, domestic science and manual training were introduced. He resigned in 1911 to accept a position as principal of Plymouth Normal School.

In the fall of 1911 Mr. John J. Marrian became principal. Under his efficient leadership, the school has increased in numbers and the work has been most successful.

Pinkerton is today at the close of one hundred years of honorable service. Today with the largest enrollment in her history, with an expanded curriculum and a policy which undertakes to meet the educational needs of the day, Pinkerton looks forward as well as backward; forward to a larger usefulness and to that success which comes in the making of better men and women.

History of Class 1915.

Four years ago last September the ship of 1915 set out on its perilous voyage through the Junior sea. To be sure we

were setting sail on a sea unknown to us and full of rocks and shoals for us little Juniors, but we had a gallant crew of one

hundred and three and able officers, Vera Pillsbury for captain; Gardner Knight for first-mate and Priscilla Bartlett for second-mate. We were not afraid or perhaps we did not know enough to be afraid, for we were so happy at being allowed to launch our ship in the noble ocean of Pinkerton. One evening soon after our voyage began we put into port and were very pleasantly entertained by the ship of 1912. Of course after the first few weeks our voyage became less tempestuous and we felt as if we were at least started toward the Harbor of Safety or Seniorhood.

During the first year of our voyage we lost forty of our crew overboard and although we felt sorry for them still we had the distinction of being the largest ship which had ever sailed on Pinkerton's waters. By the time June arrived we were well under way and nearly into tranquil waters. One day, however, when we met the three other ships on the ocean of Pinkerton to bid farewell to 1912 they began shooting jokes at us and really hurt our feelings quite a bit, but we soon recovered our balance and on the twenty-first of June we entered the Junior Middle sea, and remained there twelve weeks while the crew refreshed their weary brains.

On the eighth of September, the wind being favorable, we set sail under Wilfred Bourden as captain, Florence McCullum as first-mate and Chester Landers as second-mate, with a crew of sixty-five members. The first thing we noticed were the many new guiding lights on the ocean of Pinkerton and their willingness to aid us and warn us at all times. One of the most noticeable events we had to think about on this trip was the annual social

given by the Junior Middle ship to the rest of the fleet and the guiding lights. As it came very near Hallowe'en we tried to make it as suggestive of Ghosts and Goblins as possible and it was evident that everyone enjoyed it. The Junior Middle sea was comparatively uneventful and we spent a good deal of our time trying to impress our importance upon the new ship, 1916, which had joined our fleet on this trip. On the twentieth of June, after a most successful review of the fleet, the ship of 1915 entered the Senior Middle sea, where again we refreshed our weary brains for twelve long weeks.

On the ninth of September 1913, we continued our voyage, sailing on the Senior Middle sea under Prescott Torrey, Captain, Priscilla Bartlett, First-mate and Adolard Durette, Second-mate. As was natural now, our course was fairly tranquil, although once in a while a man went overboard because he failed to heed the warnings of our guiding lights. All through this trip the fleet and guiding lights were entertained in various ways by each one of the ships. The event which we as a class remember the best is of course the Masquerade, which was a most enjoyable affair due, of course, to the fact that it was under the management of the noble crew of 1915. Toward the end of this year our crew was much saddened by the loss of one of our guiding lights, much beloved and respected by the whole fleet, Miss Irene Huse, and the memory of her sympathetic interest will always remain dear to us. In June, when we gathered to bid farewell to the ship of 1914, the crew was kind enough to bestow on us certain privileges which, we hope, we have fully appreciated.

Although we were sorry to bid farewell to 1914 we were glad to take their place as leading ship of the fleet. After receiving the right of entrance to the Senior sea, the crew scattered for a much needed rest in preparation for taking up the duties and honors of Seniorhood, three months hence.

When the fleet gathered in the fall we as Seniors felt that we had increased much in dignity during the summer weeks. It was at this time that we transferred some of our crew to the ship of 1916, leaving us a crew of forty one under the management of Charles Guy, Vera Pillsbury and Henry Emery. The events of this last trip have been many but through them all we hope that we have kept our dignity and set a good course for the other ships to follow, especially the ship 1918.

Owing to the efficiency of Lawrence Ingalls we were able to have our first celebration, the corn-roast, without any delay; this was for ourselves alone with two of the guiding lights to play propriety, and it was most enjoyable in spite of the efforts of the other crews to make it less so. Soon after this we officially recognized 1918 as a ship by giving a reception in her honor. To show our ability in dramatics and incidentally to increase the money in our treasury we gave a play, "Mr. Bob;" this play was very successful, as all who saw it can testify. Later on

we gave a party just for ourselves and the guiding lights, to recall our childhood days, which in the dignity of being Seniors we were in danger of forgetting; at this Priscilla and Prescott were awarded the prizes as being the most successfully youthful children present.

During these four trips the members of our crew have maintained a leading place in athletics. Charles Guy who joined our crew on the Senior Middle sea, Prescott Torrey and Henry Emery, have done much to make our ship prominent in the sporting contests. In debate Edgar Taylor has nobly represented us and we expect some day to hear of him as a famous orator. It was during this last trip that the cup, at stake between Sanborn and Pinkerton, was definitely won by Pinkerton and we feel that we have surely done our share toward gaining it. In spite of the fact that at times on our trips we have had squalls, we have enjoyed our voyage and although in one way we are glad to have reached our Harbor of Safety, yet we regret that we must so soon separate and leave the well known ocean of Pinkerton which has become so dear to us.

We do not wish to end our voyage without giving a salute in honor of Admiral Marrinan who has for the last four years been a most devoted and successful Commander-in-Chief of the Pinkerton fleet.

Athletics.

The baseball team has not been as successful this year as was anticipated at the first of the season. The team has won three games and lost seven. The

games won have been from the Derry Athletic Association Team, Methuen High School and Punchard High School. The games lost have been to Lowell High

School, Colby Academy, the Alumni, Puchard High School, St. Anselm's Second Team, and Nashua High School.

The following men have played on the team this season: Greeley, Captain Torrey and F. Torrey have pitched with Greeley as the first string pitcher. Bell has caught most of the games so far. Cole was taken from the infield to catch and is doing remarkably well in his new position. First base has been looked after regularly by Emery. Capt. Torrey started the season at second base but he was shifted to short and Paquette and Roy have played second. At short stop Cole started the season but he was shifted to fill Bell's place behind the bat and Captain Torrey plays short now. Rice, who has looked after third base, has played a great game all the season. The outfield has been looked out for by Guy, Knight, F. Torrey, Martin, Paquette and Roy, Knight at left and Guy at center. The team has been without the services of Knight the last of the season. The games have not been supported this year as they should have been. The students have not given the team the support that it needs to win, games.

The event of the athletic year at Pinkerton that gave the most satisfaction to the followers of the school was the victory over Sanborn in Track. The victory came to Pinkerton after the hardest struggle a track team has ever shown. A better balanced team won over a team of a few exceptionally good track men. The score at the meet was 60 to 53.

The following is the score of the games played:

ALUMNI 10. PINKERTON 6.

The alumni team played the Pinkerton

team April 21 at Derry. The Alumni had for a battery Chadwick and Webster. This battery was the downfall of the Varsity team. The score of the game was 10 to 6.

PINKERTON 11. D. A. A. 8.

On Saturday, April 24, the Pinkerton team played the strong D. A. A. team and won from them by the score of 11 to 8. The game was a pleasant surprise to the Pinkerton students. The whole Pinkerton team played a great game. Greeley pitched in great form and never was in danger.

NASHUA H. S. 5. PINKERTON 2.

On Wednesday, May 5, the Pinkerton team went to Nashua and played Nashua High School. Nashua won the close game by the score of 5 to 2. T. Greeley pitched against his brother most of the game and in the pitching duel the Pinkerton man had the better of the argument. Poor support and lack of hitting was the cause of the defeat. The score:

	1	2	3	4	5	6	7	8	9	r	h	e
Nashua	3	0	0	1	0	0	1	0	x	—5	10	0
Pinkerton	1	0	0	0	0	0	1	0	0	—2	5	2

METHUEN 2. PINKERTON 5.

Friday, May 7, the Methuen High School team played the Pinkerton team at Derry and was defeated by the score of 5 to 2. P. Torrey pitched the whole game and held the Methuen team down at all times. The score:

	1	2	3	4	5	6	7	8	9	r	h	e
Pinkerton	1	0	0	1	2	0	0	1	x	—5	11	5
Methuen	0	0	0	0	1	0	0	1	0	—2	11	3

COLBY ACAD. 14. PINKERTON 1.

On Monday, May 10, Colby academy

defeated the Pinkerton team by the score of 14 to 1. The Colby team outclassed the Pinkerton so much so that the game was not interesting. Greeley was hit hard and the infield did not play as well as usual. The score:

	1	2	3	4	5	6	7	8	9	r	h	e	
Colby	1	0	0	0	5	2	0	4	3	—	14	20	3
Pinkerton	1	0	0	0	0	0	0	0	0	—	1	0	6

LOWELL HIGH 13. PINKERTON 5.

Friday, May 14, Lowell came to Derry and defeated the Pinkerton team by the score of 13 to 5. The hitting of the Pinkerton was weak the first six innings but the team got started in the last part of the game to get some runs. Bell was unable to catch this game because of sickness. The score:

	1	2	3	4	5	6	7	8	9	r	h	e	
Lowell	1	2	3	4	5	6	7	8	9	—	13	13	0
Pinkerton	0	3	1	0	0	0	0	5	4	—	5	8	3

ST. ANSLEM'S 5. PINKERTON 2.

Wednesday, May 14, the St. Anslem's second team defeated Pinkerton by the score of 5 to 2. The game was close and interesting. The Pinkerton team lost because the needed hits were not forthcoming at the right time. The score:

	1	2	3	4	5	6	7	8	9	r	h	e	
St. Anslem's	1	0	0	3	0	1	0	0	0	—	5	5	3
Pinkerton	0	0	0	0	0	0	0	0	0	—	2	7	2

PINKERTON 5. PUNCHARD 4.

On Friday, May 28, the Pinkerton team went to Andover and defeated the Punchard High School team in a ten inning game by the score of 5 to 4. The game was very close and interesting. The result was in doubt until the last man was put out. This is the first game that Pinkerton has won by timely hitting. The score:

	1	2	3	4	5	6	7	8	9	10	r	h	e	
Pinkerton	0	0	0	2	0	0	1	0	1	1	—	5	12	5
Punchard	0	1	2	0	0	1	0	0	0	0	—	4	8	2

The Crow.



CAW! CAW! CAW!
Here I am back again.
What I want to know is
why we have so many
socials. They disturb me
so that I get no rest, be-
cause when there is one
it is very necessary that
I attend. On May sev-
enth, just as I was quiet-
ing down after cheering
on the baseball team so that it could win
that Methuen game, I heard noises down
stairs. On flying down and looking
through the window, I found that the

Athletic Association was giving a social
which turned out to be a great success.

One night, a week later, I was again
disturbed and on going down saw—what
do you suppose—a band of what I at first
thought to be wild Indians, but which I
later learned was the Tsienneto Camp
Fire Girls, giving their first social. I
became so interested watching the dancing
and listening to the singing that I did
not leave until it was nearly over and
started back to my belfry just as two stu-
dents came out of the door. I thought
sure they would hear me, but they were
so interested in something else that they

didn't seem to. I have had some narrow escapes this year with all those curious Juniors around. I wonder if being Junior Middlers will change them any.

The Sesame Club reception drew a large crowd and was a great success. I wanted to go down to it myself but didn't quite dare.

As they were leaving I heard one girl say to another, "Be sure to meet me at the Post Office at ten minutes of two, because we want to be early."

Now of course this made me feel curious, so at ten minutes of two, I also was waiting at the Post Office. I waited for those two until two o'clock, but then, what more can you expect of girls anyway? They only went as far as the ball field so we were in plenty of time.

On going in I quickly saw that something out of the ordinary was happening and, on looking at one of the programs, which some of the boys were selling, found that it was the track meet between Pinkerton and Sanborn. I stayed through it all and was as excited as any one when Pinkerton won, by the score of 60 to 53, I heard some one say. I do sometimes wish that I had learned to count when I was younger, so that I could add up these

scores myself. At other times I wish I were an owl, for they are born so wise that they never have to be taught.

The Senior Middle play "The Colonel's Maid," was one of the most interesting and best acted plays ever given in the school.

There is one time in the year when I wish I were a Senior instead of just a crow, and that is at Commencement time and when the Faculty gives the reception to the Seniors. As it is I make the best of it by watching and listening. This year there was an entertainment which I enjoyed very much, followed by a sociable. It was the most pleasant evening I have had for a long time for I greatly enjoyed the company of the graduating class and cannot imagine how I will get along without them next year. With them gone I know there will be a vacant place in the school which will not easily be filled. I often wonder of late what next year's Juniors will do without them as models but I know that every one, and even I myself, will do the best we can to teach them to be true members of Pinkerton and to work for the best interests of the school. Now good bye till next year.

CAW! CAW! CAW!

ALUMNI



'83 Frank D. Bell of Bridgeport, Conn., with his wife and two children, was a recent visitor in town.

'04 Bessie Emerson is spending a few weeks in the West, and will visit the San Francisco and San Diego fairs.

'08 Ralph H. Davis was the Memorial Day orator at Chester, N. H.

'08 William Gaskin, who for the past year or two has been in charge of a Universalist church in Maine, has recently been ordained to the ministry.

'11 Edwin A. Norton graduates this month from Union college in Schenectady, N. Y.

'11 Mason J. Young graduates this month from West Point.

'11 Edmund R. Stearns received the degree of Bachelor of Science at M. I. T., June 8.

'14 Harold Wood is a student at the N. E. Conservatory of Music.

Engagements.

Lavinia P. Mack '13 to Gilbert Walker faculty '11.

Marriages.

April 25. Edith B. Lewis of Auburn, Maine, and Charles Hodsdon *'10.

May 5. Blanche Stearns '14 and Walter J. Brown of East Candia, N. H.

May —. Dorothy Witham *'10 and Howard Richards.

June 6. Richard R. Durkee and Bernice Kimball '13 of Danville, N. H.

June 8. Edith Greeley, Londonderry, and Harry Straight of Washington, D. C.

June 16. Harriett B. Warner '01 and Thomas Owst Baxter of Chicago.

Births.

April 3. To Mr. and Mrs. Arthur L. Corson '14, (Vesta Jangraw) a son, Robert Morrison.

May 18. Houghton, Michigan, to Mr. and Mrs. John Howard Bell, '01, a daughter, Harriett Prescott.

Deaths.

Cambridge, Mass., Harlan Morrison, '50's, May 21.

Elmer A. Sanborn, husband of Annette Morse '95.

Lisbon, Portugal, May 22, Dr. Morrison Alexander, '60's.

Chester, N. H., May 24, Mrs. George A. Beckford, Jr. (Eva Ida Pingree *'10).

Salem Center, May. Annie Palmer, wife of Frank Emerson *'90.

Wilson, N. H., March, 2 year old daughter of Mr. and Mrs. Perley G. Cross.

Grinds.

Miss L., in French I "I am sixteen years old."

Miss C., in English IV—"The boys in this room are very studious, 'What is that?'"

Heard in the back of the room: "Hyperbole!"

Miss C., in singing—"Hit father a little harder."

Miss M., in Chem.—"Girls! If you want to know anything, ask me."

"Here's to the faculty,
Long may they live;

Even as long as the lessons they give."

—Ex.

M. E. D. '15, dictating in D. S. class—
"Give no man anything, but to love one
another in quotation."

M. Q. '15 in French—"Where are you,
Miss L.?"

Little Willie took a drink,
Willie is no more;
What he thought was H²O
Was H²SO⁴.

Exchanges.

Our school year is nearly over and
soon we leave these old familiar places,
many of us never to return.

To those who do return, vacation is
only a relief—a time of fun and play.
But to those who leave, it is a time of
parting, a leave taking from the old
friends and places so dear. We depart
from our school to take up higher and
more responsible duties.

Good-by, Exchanges! This is the last
time I shall write the Exchange column,
and it is like leaving an old friend. I
wonder if we all shall meet again?

To all our Exchanges we wish a very

happy vacation!

The Tripod, Thornton Academy, Saco,
Me., your literary department is extremely
good.

The Pioneer, Reading, Mass., your one
cut shows artistic ability. Why not have
your artist draw a few more?

The Nobleman, Boston, Mass., your
serial stories are exceedingly interesting.

The Tahoma, Tacoma, Wash. Just as
good as ever!

The Megaphone, Franklin, Mass., The
T. C. A. Chronicle, Poultney, Vt., The
Tiltonian, Tilton, N. H. The Prospect,
Plymouth, N. H., is an ideal paper.

The E. L. H. S. Oracle, Auburn, Me.,
The Colby Voice, New London, N. H.,
The Lookout, Derby, Conn., St. Anselm's
College Monthly, Manchester, N. H., The
Goddard Record, Barre, Vt, The Humorous
number of the M. H. S. Oracle was
extremely good.

Borrowings.

"Are you a German?" asked a restaurant
waiter in England.

"No, but I'm Hungary."

"It's all the same," retorted the waiter,
"I can't Servia."

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Hours 7:30 a. m. to 5:30 p. m. Evenings, First Thursday and Saturday of each month, 6:30 to 8. J. B. Bartlett, Mgr.

DEBBY ELECTRIC COMPANY

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